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ABSTRACT

The primary purposes of this paper are (a) to describe how the Performance Based Teacher Education (PBTE) Component of the New England Program in Teacher Education (NEPTE) and Rhode Island Teacher Center (RITC) are currently operating, and (b) to project how the NEPTE and RITC delivery systems might be further utilized to diffuse PBTE. Both NEPTE and RITC represent delivery systems for the diffusion of educational practices, products, and services within a state or region. NEPTE has available considerable information on the "state of PBTE" and a growing list of material and personnel resources that could be used by persons or institutions interested in developing PBTE and Performance Based Teacher Centers (PBTC) at the state or institutional level. During the past two years, the PBTE Component of RITC has focused on the following three basic objectives: (a) the support of PBTE programs at Rhode Island College and the University of Rhode Island, (b) the support of state-level groups charged with the development of PBTE/C guidelines for Rhode Island, and (c) the development of a PBTE/C information center to be operated through the Educational Information Center of RITC. The components in the NEPTE and RITC delivery systems may now be used to diffuse PBTE through the steps and stages of the diffusion models that are presently operational in these agencies. (A design for diffusing PBTE through NEPTE and RITC delivery systems is included.) (RC)

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The Utilization of PITE by the Rhode Island Teacher Center and the New England Program in Teacher Education

by

John C. Pitman

December 12, 1974

A paper presented at the AACTE Leadership Training Institute on Performance-Based Teacher Education, Sheraton-Boston Hotel, Boston, Ma., December 9-12, 1974.

The Utilization of PBTE by the Rhode Island Teacher Center and the New England Program in Teacher Education

The topic for this session as listed in your program is PBTE and Teacher Centers, more specifically, a discussion of the Rhode Island Teacher Center (RITC) and how it utilizes the PBTE concept. I will be expanding the listed topic to include a discussion of the New England Program in Teacher Education (NEPTE) and its utilization of the PBTE concept. The expansion of the listed topic is necessary since I operate in a dual role in relation to PBTE development. One of my roles is labeled PBTE Coordinator, RITC, and places me within the Rhode Island State Department of Education with the primary focus being instate development of PBTE. My other role is labeled Assistant Director, NEPTE, which places me within a regional non-profit research and development organization with my primary focus being the regional development of PBTE. Both organizations are concerned with improving education and both have an interest in PBTE as a possible approach that may be utilized to improve existing teacher education practices.

Many of my activities for NEPTE and RITC are directed at the same objectives while some are independent. The primary purposes of this presentation are (a) to describe how the PBTE Component of NEPTE and RITC are currently operating, and (b) to project how the NEPTE and RITC delivery systems might be further utilized to diffuse PBTE. I will begin by briefly describing the organizational structure of NEPTE and RITC so that you can see how PBTE is utilized and supported by the respective organizations.

NEPTE has a small central staff composed of a director, two associate directors and two secretarial personnel. It is governed by a 24 member board of directors composed of two community members and two professional educators from each of the six New England states. The philosophy of NEPTE has been and is to support various different innovative approaches to teacher education that may result in improved teaching practices. The NEPTE Central Staff is augmented by six field agents (assistant directors) one located in each of the six New England states. The selection of field agents was based upon areas of specialization jointly determined by the respective chief state school officers and the Director of NEPTE. The priority area negotiated for R.I. was PBTE. According to the NEPTE field agent model, each field agent was to spend 60% of his or her time in a given state and 40% of his or her time in the other New England states working with groups or individuals in the field agent's specialty area. In this way, the experiences of the respective field agents in-state could be shared with other interested parties in the New England region. In a sense, NEPTE through its field agents, has become a clearinghouse for information and resources related to alternative approaches to in-service and pre-service education of education personnel. Over its four years of operation NEPTE has developed an extensive New England resource network that can be accessed by those people or groups interested in improved education and particular approaches to the education of teachers and other education personnel.

The RITC is one of four teacher centers funded by the United States Office of Education. It was begun in 1971 and is now in its third year of operation. The major purposes of the RITC are:

1. To develop a model for comprehensive needs assessment and to assist local education agency needs assessment.
2. To conduct statewide needs assessment in the area of staff development.

3. To link Rhode Island educators with national, regional and local sources of educational research and of new and validated approaches in education.

4. To support and assist adoption/adaptation of validated educational programs which are consistent with local and statewide needs through in-service training in local education agencies.

5. To study and develop a pilot performance based teacher education and certification system.

In a practical sense, it is not a "teacher center". All educators in R.I. are served by the RITC. It is as much an "administrator" center or "teacher educator's" center as it is a classroom "teacher" center. Also, it is not a "center". A center implies a fixed location or complex. This is not the case. For convenience sake I will refer to the R.I. Teacher Center even though it does not concentrate solely on "teachers" nor operate through a fixed "center". The RITC has a director and assistant director. It has five primary components each under a component coordinator. The components are: (1) The Alternate Learning Center--which focuses on the inservice training of local school district personnel, (2) The Education Information Center--which provides educational information to all educational personnel in the state on both a request and a targeted dissemination basis (specials information packages have been developed in areas where high client interest is shown), (3) The Program Development Consultants who systematically link the services of the RITC to the respective local school districts, and act as advocates for the local school districts within the SDE, (4) The Needs Assessment Component--which assists local school districts conduct a comprehensive needs assessment developed by RITC personnel which in turn provides a data base from which training and service needs can be determined, and (5) The PBTE Component--which focuses on the development of PBTE in the two major state institutions, Rhode Island College and the University of Rhode Island, and on assisting the State Department of Education develop state PBTE and PBTC plans.

The importance of the foregoing brief review of the organizational structure of NEPTE and RITC is that both organizations represent delivery systems for the diffusion for educational practices, products and services. The term delivery system as used in this presentation is defined as a systematically designed and interrelated set of activities the ultimate purpose of which is the delivery of a product, practice or service to a client. The term diffusion as used in this presentation is defined as encompassing all those activities associated with getting an educational product or practice identified developed, disseminated, implemented, adapted and adopted by a client. This definition of diffusion is somewhat broader than the definition used by many writers considering the process of educational change. Consequently, should PBTE be developed to the point of being capable of diffusion, NEPTE, RITC, or some combination of the two could be used as the delivery system for PBTE either within a state or a region. In the remainder of this presentation I will concentrate on two major topics (a) the current state of PBTE development within NEPTE and within RITC and (b) a projected design for the utilization (diffusion) of PBTE by NEPTE and RITC.

CURRENT PBTE DEVELOPMENT

I am assuming that most of you are more interested in what NEPTE and RITC deliver than you are in a discussion of how each operates. I will try to focus on existing and projected examples of how clients use NEPTE and RITC for PBTE.

PBTE and NEPTE - Much of the current work in PBTE and PBTC is R and D (research and development) oriented. In essence, NEPTE has hired a specialist in the area of PBTE/C. NEPTE has also supported various groups or associations and institutions active in PBTE/C. NEPTE has not attempted to develop a model for PBTE/C development and implementation. Instead it has (1) reviewed the

literature on PBTE (2) produced or plans to produce bibliographies on PBTE/PBTC, (3) provided resource assistance to institutions as they developed their model of PBTE (4) collected data on the operation of various PBTE/C models, and (5) planned to produce reports on the operation of various PBTE/C models. In brief, NEPTE has available considerable information on the "State of PBTE" and a growing list of material and personnel resources that could be used by a person or institution interested in developing PBTE/C at the state or institutional level. Much of this technical expertise focuses on the operational level. A few examples will help to illustrate the foregoing.

1. Developing A Regional Model for Performance Certification of Principals - This project is directed by NEPTE and is a research effort designed to identify the actual practice of principals in schools which could be the basis for a model for certifying principals. It is also designed to document the performance of principals with concrete examples of the behavior of principals in urban, suburban, rural and regional schools. All six New England states are involved and the project is supported with 505 funds. The projects will first review existing research and then interview selected principals in the six state area. Each participating state will receive copies of the results.

2. The Southeastern New England Staff Development Cooperative (formerly the R.I. Staff Development Cooperative). This group consisted of several colleges and local public schools in R.I. and Ma. The cooperative attempted to develop performanced based modules that could be used in preservice teacher training. The basic notion was that the perceived gap between theory and practice in teacher training could be reduced by having public school teachers and teacher education faculty cooperatively develop teacher education modules. Several modules, handbooks and the like resulted. Perhaps, more importantly, many lessons concerning the operation of such a cooperative venture were learned.

3. Connecticut Evaluation Project - In this project, the Connecticut State Department of Education asked NEPTE to do a comprehensive evaluation of the PBTE pilot projects funded by the State and the legislation passed in Conn. concerning PBTE.

4. Presentations at a Regional Conferences - NEPTE through the specialized field agent has helped to plan PBTE programs for the New England ATE. The NEPTE field agent made a presentation on PBTE at the 1973 NEATE Conference held at the Shawmut Inn, Kennebunkport, Me. and helped organize and secure speakers for the 1974 NEATE Conference, held at the same location.

5. NEPTE Needs Assessment - This was a New England assessment given to teachers, principals, superintendents and teacher educators in the region. The questionnaire was developed and administrated on a state by state basis. Results from the survey were mailed to each of the participating units. The Rhode Island portion of the NEPTE Needs Assessment was done on a census basis rather than a sampling basis. Data obtained has been used to, in part, by RITC to establish inservice training needs of local school district personnel.

Many other examples could be cited. The point is that information exists, some in report format and some not yet available in report format. Also, personal contacts (linkages) can be made.

PBTE and RITC - During the past two years, the PBTE Component of RITC has focused on three basic objectives: (1) the support of PBTE programs at RIC and URI, (2) the support of state-level groups charged with the development of PBTE/C guidelines, for R.I. and (3) the development of a PBTE/C information center to be operated through the Education Information Center of RITC. Let me briefly describe the current status of these three objectives.

First, RIC has developed performance-based modules for its educational psychology course for elementary students, audio-visual proficiency requirement, reading course, science methods course for elementary students, for several practicum segments and is now working on a student teaching segment. The RITC directly supported the first three efforts, and the component coordinator has acted as a consultant to the other efforts (some of these grew out of SENESDC efforts supported by NEPTE and earlier described). All of this material is available through RITC. Some of the modules are currently on sale at RIC. It is hoped that the entire elementary education preservice teacher education program at RIC will soon have PBTE experimental sections.

The University of R.I. has taken a different approach. Rather than approach PBTE development from a course translation basis, URI chose to develop a field model called The Alternate Curriculum Project (ACP). In essence, the ACP is an early field experience model with theoretical course content delivered in modules during on-campus seminars. The modules are performance based, but not self-instructional, i.e. they are tied to in class activities of the professors. The practical experience is obtained in the public schools and begins in the freshman year. Cooperating teachers in the public schools work closely with teacher education faculty throughout the four year program. Each student has systematic public school experience in each of the three years preceeding the semester of student teaching (senior year). Consequently, the students (a) can more easily opt out of teaching in time to swith fields and still graduate in four years and (b) are much more effective during their student teaching phase. In fact, the student teaching experience does not fit a traditional model and is more like an internship. All of the foregoing was developed in part through RITC financial support. By the end of this school year (1974-1975) reports describing the model and its development should be available. Also, evaluation instruments used and evaluation data collected is available through the RITC, PBTE Coordinator or the ACP Director.

Second, the RITC, PBTE Component Director has served as consultant to the R.I. State Certification Advisory Committee. This Committee formed a special Subcommittee to study PBTE/C. A "Position Paper and Set of Recommendations for the Development of PBTE in R.I." was prepared (June 1973) and approved by the full Committee. The Commissioner of Education and his staff studied the Report. In January 1974 a special state committee was formed termed the Associate Commissioner's Committee on CBTE-CBC.* This Committee has been working to develop a theoretical basis for CBTE and a set of "Guidelines for Elementary Preservice Teacher Education Pilot Programs". The projected date for the first complete draft is January 31, 1975. A series of working papers containing much of the data collected through surveys of the states have been published through NEPTE. Also considerable information is available through the PBTE Component Coordinator.

Third, the PBTE Component Coordinator has built up a library of PBTE-PBTC information. This library is constantly expanded as new materials are identified. Presently the materials are available on a loan basis through the Education Information Center of the RITC.

In summary, both NEPTE and RITC have up to this point concentrated on the R & D aspects of PBTE/C. Some of the information and results are available in published form. Some of the material is available through the individual developers. Much of the material is in raw form, i.e. needs to be organized, written and disseminated. In the case of NEPTE, interested parties can contact the Central Staff or the respective field agents who in turn can get the information requested and deliver it to the client. In the case of RITC, clients can go directly to the PBTE Component Coordinator or to the Program Development Consultants.

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*CBTE-CBC is used interchangeably with PBTE-PBTC.

Ways PBTE Could be More Fully Utilized

Work on PBTE/C through NEPTE and RITC has been primarily R & D in nature. In the closing few minutes I will try to project how PBTE, assuming PBTE systems are proven and ready for diffusion, might utilize the NEPTE and RITC delivery systems already in place and operating. I will be making some assumptions about PBTE, as related to RITC and NEPTE, that are not presently valid. The assumptions are:

1. That PBTE is directed at inservice as well as preservice teacher education
2. That local school systems are authorized to act as a training agent and recommended certifications upon completion of inservice training programs
3. That modules are available in a range of content areas (i.e., access all of the existing teacher education courses graduate and undergraduate levels)
4. That PBTE/C has been authorized by the state as a valid alternative route for teacher education and teacher certification.

All the above assumptions are operable in one or more states as of this writing. All could be operated in a given state or region given sufficient political and financial support.

I am positing that the following support elements are necessary if PBTE is to be diffused within R.I. or the New England region. First, there should be a mechanism for assessing the prioritizing state and/or local educational needs. Second, there should be an information system that would (a) provide particular PBTE projects with necessary information needed to design their particular PBTE system, and (b) facilitate the exchange of program information within the area served. Third, there should be a mechanism that will (a) assist in the identification of needed PBTE content, (courses, modules, models etc.), and (b) assist in providing the required training. Fourth, there should be a management component that can coordinate the various steps and stages in a diffusion cycle and administer the total PBTE diffusion process. It is now possible to think about how

the steps and stages in the NEPTE and RITC diffusion process might be applied to the state and/or regional diffusion of PBTE. The following design could be utilized to diffuse PBTE within a state or a region.

A Design for Diffusing PBTE Through the NEPTE and RITC Delivery Systems

RITC Component Involved	Stages in PBTE Development-- Activity	NEPTE Component Involved
1. Education Information Center and PBTE	1. Research Activity	1. Specialized field agent with inputs from NEPTE Staff
2. PBTE Funds from RITC Grant	2. Developmental Support of Selected Projects	2. Specialized field agent funds from NERCOM grant and field agent grant
3. PBTE	3. Technical Assistance to PBTE Projects	3. Specialized field agent with other field agents linking when required
4. PBTE, Internal Evaluator Contracted Assistance	4. Evaluation of Developmental Projects	4. Specialized field agent, Reports by Central Staff, other field agents and contracted assistance
5. PBTE with Support from Alternate Learning Center	5. Preparation of a PBTE Resource Bank/Network	5. Specialized field agent with inputs from all NEPTE Staff as well as network contacts
6. Needs Assessment augmented by State Needs Assessment Survey (Project Open)	6. Needs Assessment Services	6. NEPTE Needs Assessment Survey of New England States plus contacts to other resources on a contract basis
7. Alternate Learning Center	7. Inservice Training Services	7. Link trainers on contract basis
8. PBTE linkages to existing R.I. programs and resources support from Alternate Learning Center	8. Preservice Training Services	8. Link to existing New England programs and resources
9. PBTE, Program Development Consultants	9. Continued Technical Assistance for Training	9. Specialized field agent, NEPTE Staff
10. Internal Evaluator, Contracted Assistance	10. Evaluation Services	10. NEPTE Staff or contracted assistance
11. RITC - State Department of Education Program Development Consultants and Education Information Center	11. Dissemination of Results	11. NEPTE - publications field agents

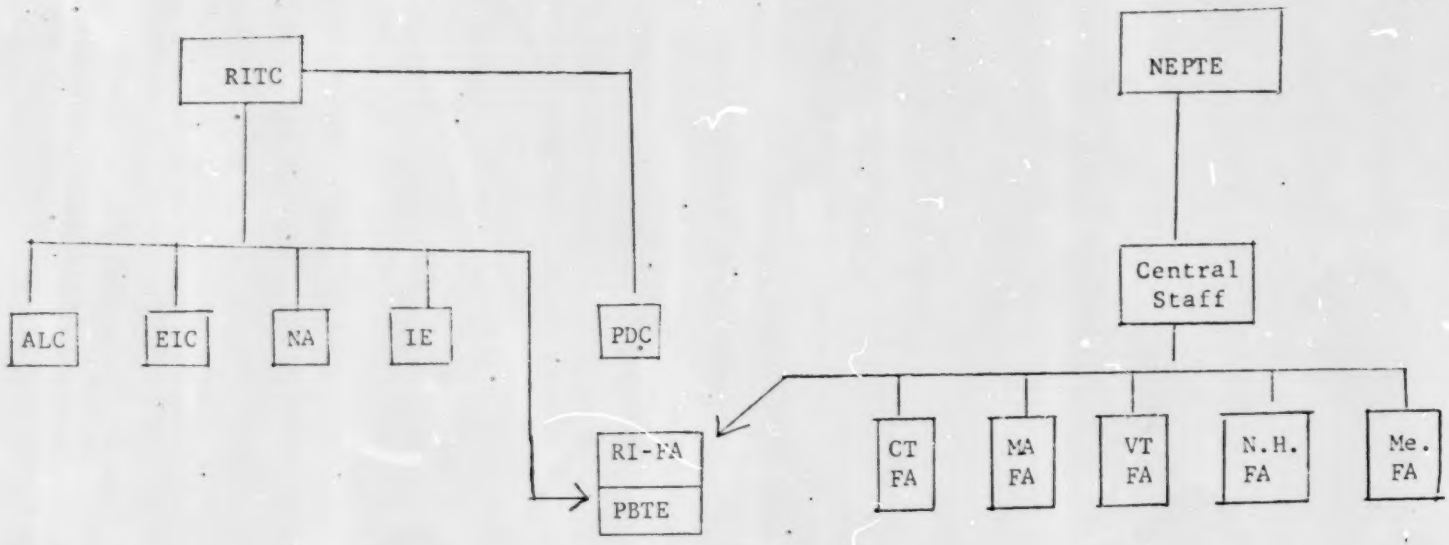
The foregoing projected design for the diffusion of PBTE was developed to show that either RITC or NEPTE could provide the necessary services at each stage in the diffusion process. Presently, RITC focuses on the operation of PBTE within a single state while NEPTE is concerned with the regional development of PBTE. It would also be possible for NEPTE and RITC to pool their respective resources. It is even possible for a separate entity to be established that would borrow from both the RITC and NEPTE delivery systems. More realistically, the resources of the respective entities could augment one another. Clearly the research and developmental activities could be pooled. R.I. resources could be used by NEPTE to assist PBTE development in other areas in the region. Conversely, R.I. could, through the NEPTE network draw expertise from the rest of New England to further its own PBTE programs. The NEPTE Needs Assessment activities are, perhaps, more appropriate for state level needs assessments, while the RITC Needs Assessment is more appropriate for a local school district. An interchange of services could be arranged. NEPTE field agents could be given training in the operation of the RITC Needs Assessment Model and selected RITC or SDE staff could be trained in the use of the NEPTE model for state needs assessment. The ALC training model could be used on a contract basis by NEPTE, in this way conferences presenting products and practices selected to meet identified needs could be opened to selected clients throughout the New England region. Once training was selected the R.I. SDE, Program Development Consultants or their counterparts in other New England states could monitor the projects. Data collected on the projects could be funneled into the NEPTE field agents in the respective states; who would, in turn forward the information to the network headquarters.

Granted, the foregoing is speculative and fails to consider the considerable logistical, political and financial difficulties inherent in such a design. The

point is that operational models for the diffusion of educational innovations within a state educational system and for the diffusion of alternative teacher education practices within the New England region do exist. Both of these models as they directly relate to the utilization of PBTE are in a research and developmental stage. However, once PBTE is developed to the point where modules, programs, support systems, i.e. evaluation instruments, grading procedures, learning resource centers, models etc., are ready for exportation to other users, the services of RITC, NEPTE or some combination of the two would allow for their systematic delivery.

Summary

In this presentation I have described two agencies, NEPTE and RITC, which are delivery systems designed to diffuse education practices and products within a state (RITC) or a region (NEPTE). I have briefly described some of my activities associated with the development of steps and stages in a diffusion process as it is utilized by NEPTE and RITC. I have described some of the products in PBTE that I have either developed or assisted others to develop. Finally, I have suggested how the components in the NEPTE and RITC delivery systems might be used to diffuse PBTE through the steps and stages of the diffusion models that presently are operational in the respective agencies.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